DOCUMENT RESUME

ED 116 368 EC 080 648

TITLE Mainstreaming in IPS.
INSTITUTION Indianapolis Public Schools, Ind.
PUB DATE [75]
NOTE 26p.

EDRS PRICE MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS Definitions; *Delivery Systems; *Educable Mentally Handicapped; Educational Needs; Elementary Secondary Education; Exceptional Child Education; High Interest Low Vocabulary Books; *Instructional Materials; Instructional Media; Mentally Handicapped; Models; *Regular Class Placement; *Student Characteristics; Teacher Role

ABSTRACT

The guide contains general information on mainstreaming the mildly handicapped child in the regular class and appropriate instructional materials and media. Topics considered include fears of educators and parents about mainstreaming, a model of a continuum for the delivery of special education services, characteristics (with corresponding educational implications) of the educable mentally handicapped child, teacher responsibility to parents and community, and the role of the media center. Listed are 21 high interest/low vocabulary reading series, 95 professional films and filmstrips, and 32 selected references on mainstreaming. Also included is a glossary of 10 terms, such as "due process" and "resource teacher." (DB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED116368

IN IPS

"...it is a thrust toward integrating handicapped children into regular schools and classrooms, with many opportunities not only to join in the usual activities of a normal school day, but also to be accepted members of their own society of non-handicapped peers, to be 'counted in.'"

...From "Closer Look," Winter, 1975

EC 080648

CONTENTS

Section	Page
Preface	ii
Are We Running Scared as a Result of Mainstreaming?	1
Special Education Delivery Systems	4
The EMR Child - Characteristics, Needs, and Implications	7
Teacher Responsibility to Parents and Community	10
The Role of the Media Center	11
High Interest/Low Vocabulary Reading Series	13
Professional Materials Which May Relate to Mainstreaming	15
Selected References on Mainstreaming	18
Glossary of Terms	21

PREFACE

"Mainstreaming" is an attempt to provide for the integration of minimally handicapped pupils in regular classrooms. Instructional procedures will be adapted to provide opportunities for these pupils to join in the usual activities of a school day. Any child with a handicap is more like other children than he is different, and areas of similarity and strength should not be neglected nor minimized.

Attitudes most conducive to success for mainstreaming include:

1. Belief in the right to education for all children
2. Readiness of special education and regular class teachers to cooperate with each other
3. Willingness to share competencies as a team in behalf of pupils
4. Openness to include parents as well as other professional colleagues in planning and working with children
5. Recognition that social and personal development can be taught

It's going to take cooperation and continual effort to make mainstreaming a success. We hope that we can all work together to better meet the needs of ALL our students.

ARE WE RUNNING SCARED AS A
RESULT OF MAINSTREAMING?

Fear, like the Four Horsemen of old, but now with five mounted demons, has thundered into the school program scattering rational thought as if it were dust on a back country road.

Fear one attacks the regular classroom teacher. It says to him or her that someone is going to mainstream the special education child, and this means that a 19-year-old trainable mentally retarded and non-toilet-trained child will be brought into second grade because they have the same level of vocabulary. The teacher may believe this, and will have no part in planning for the Needs of the exceptional child.

Fear two assails the school administrator and says to him: The parents are demanding and the court is insisting "You must provide services, now, now, now." The school administrator may employ any warm body he can find and sets up a special resource room or a classroom in the basement, in order that he might not be found with children on a waiting list.

Fear three encircles the parent and says to him: Your child will be returned to compete in a world which is beyond his limitations. Your classes for the deaf; your school for the blind; your separate programs will be snatched from you in the name of non-labeling equality. The parent runs scared, remembering the difficulty of the past twenty years in getting services started for children with real needs.

Fear four outflanks the special education teacher and says: Your job is in danger. You will no longer be needed as every teacher will work with all children and you will be unable to find work. Special education teachers believe this and begin to use language that only other special education teachers can understand to describe the children with whom they work. They begin to speak in "psycholinguistic," "hyperkinetic," or "pseudopsychiatric" language so that everyone will be amazed at the high level of skills required to teach exceptional children.

Fear five ambushes the division of special services. To the psychologist it says: A parent, psychologist, and attorney will look over your sholder as you attempt to determine the needs of a child. All records must be left open on top of your table for everyone to see. You, social worker, will spend all of your time getting prior permission before you discuss with a teacher or a child any of the special needs. Any special knowledge the specialist might have will be given

to the educational diagnostician, who will review before a hearing officer any recommendations you might make.

The horsemen of fear are smart. They never make a frontal assault on everyone at the same time. They use a different strategy for each person who lives in the handicapped child's world. Their success impedes the hopes of those who created mainstreaming.

Regular class teacher, study the law and the literature. We have been and are mainstreaming some 60% of the handicapped pupils. They spend most of their time with your class today. They go to speech therapy or use special materials or spend some of the day in a resource room or tutorial program and this meets their needs. But others need more. Special classes or special schools will always be needed by some youngsters and when they are needed, mainstreaming says they should be provided as the program of choice.

School administrator, use your professional judgement. A poor program is less than no program at all. Programs should go forward and do so as soon as humanly possible. The legality of quality is as important as its quantity.

Parents, realize your force of positive action and support those moves which enhance the chance of educational equality. When you pushed for the formation of separate but equal programs, you knew that these were impossible for most children. Now let us together mold a plan that truly recognizes the individual differences--all of them!

Special educator, do not fear the loss of your identity. You have much to offer the general programs. It has been many times said that the major innovations in education today began as answers to the special requirements of the pupils you taught. Share this ability to use flexible planning and join the mainstream yourself.

Special services, many times have you pleaded for the proper use of your talents. Be the program planning consultant which your specialized study has uniquely prepared you to be. Child growth and development are little enough understood for your position to lose its value. Bring the empirically based knowledge you have to the group processes, individual differences, and specialized curriculum needs. Certainly the recent legal roadblocks are easier to overcome than the closed minds you have faced for years.

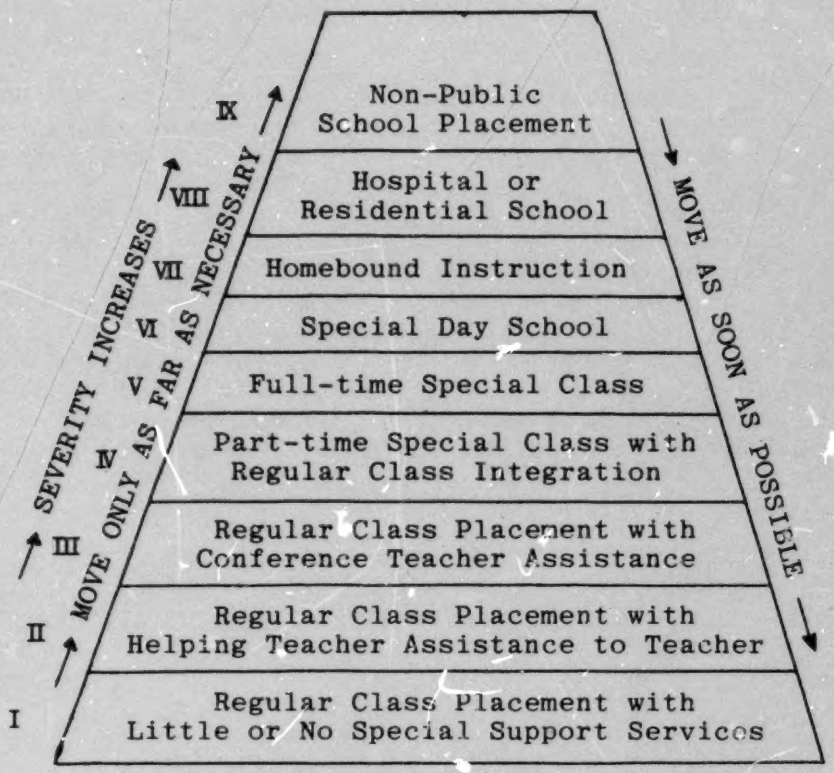
Fear is not always bad. Only when it forces us to action which we would not choose with calm thought is it a demon. Let's use fear, a sixth horseman as it were, and make

it a child. After he completes his time in our care, what will he say? "Educators, you united and used your professional knowledge. You provided a program that was made for me. You saw my needs correctly and answered them. I have no quarrel with you."

Fear--and mainstreaming--can be the tools which will allow us to earn these accolades. Why don't we stop our running and be about it?

This article is a reproduction of one written by an educator from the state of Tennessee relative to the implementation of a new special education law there incorporating the concept of mainstreaming, case conferences, and placement procedures via due process. It is appropriate reading, we feel, as we enter the concept of mainstreaming and building-based programs for minimally handicapped youngsters in Indianapolis

SPECIAL EDUCATION DELIVERY SYSTEMS



CONTINUUM OF INSTRUCTIONAL ARRANGEMENTS
AVAILABLE TO IPS HANDICAPPED CHILDREN

In that special class placement has been questioned as a viable intervention system for mildly and moderately handicapped children, a variety of alternative delivery systems has been developed. This continuum of alternatives is characterized by the retention of some exceptional children in the regular classroom with instructional support being provided to the regular classroom teacher. The instructional arrangements model described in this section is similar to the models developed in other areas of the country in that it provides for a variety of service options for exceptional children and emphasizes the possibility of provision of services to exceptional children in the regular education classroom.

When services for exceptional children are designed at each school, the faculty and the principal of that building need to define the alternative services and instructional support needed in their building. The nature of the student

population in each building determines the variety of service alternatives needed. Other variables at each school include kind and number of instructional support persons available and degree of regular staff commitment. Some system-wide support personnel are made available by providing itinerant services to the various school buildings. This support staff are required to adapt the system (IPS) philosophy to the staff philosophy in each school. The Supervisor of Special Education controls the qualitative level of the programs by annually reviewing the alternative systems at each school and requiring adherence to the essential program elements and to the rules and regulations which govern the operation of public school special education programs in Indiana.

The services provided in the continuum may vary, but it is essential that they be cooperatively developed and explicitly defined by the building staff and the assigned instructional support personnel. Indirect levels of service in the continuum (I and II) are limited to interactions between the resource person and the regular classroom teacher. Except for observation, the resource person has no direct contact with the child at these levels. Part-time direct services occur at levels III and IV, where the handicapped child spends a portion of the instructional day with a special education teacher and a portion in the regular class program. The per cent of time spent in each arrangement is commensurate with his ability and deficit areas. Levels V, VI, and VII provide for public school full-time special education services; and Levels VIII and IX generally occur outside the public schools.

In that Levels I through IV are those which include the mainstreaming concept, the following information relates the kinds of services which are appropriately provided within each:

Level I--At this level of the continuum, the minimally handicapped child is enrolled in the regular classroom program and little or no special education intervention is provided. One example would be if a child with a slight visual difficulty needed large-print materials, such could be provided. There would be minimal intervention in that the child would be able, with those materials, to perform appropriately in the regular class program. It is doubtful that many students identified as educable mentally retarded would be served at this level.

Level II--At the second level of the continuum, the classroom teacher will receive assistance from a Helping Teacher to appropriately provide for minimally or mildly handicapped pupils. The Helping Teacher is a special education trained individual who is assigned to an itinerant position in which he/she will visit classrooms in which mildly handicapped stu-

dents are enrolled full-time. The Helping Teacher will not provide direct services to youngsters, except for observation for the purpose of assisting the regular classroom personnel with developing educational strategies. The Helping Teacher may assist in developing instructional materials, obtaining instructional materials, planning for diagnostic teaching, interpretation of evaluation data, planning for grouping for instruction, etc. In some situations, it may be possible for the Helping Teacher to assist by supervising the regular class for a short period of time to allow the classroom teacher the opportunity to do some individual assessment of the referred child. The important concern at this level is that the regular classroom teacher is responsible (with help from the Helping Teacher) for the educational experiences of the child.

Level III--At this level, the child is still enrolled in the regular class, participating in all regular program activities; but he/she is also receiving direct instruction from a special education teacher (Conference Teacher). The Conference Teacher and regular classroom teacher work together to determine the deficit areas which will be approached in the small-group or individual sessions outside the regular classroom. These sessions may be scheduled daily to weekly and may vary in length, but thirty to forty minutes each session is the most usual arrangement. The Conference Teacher may also complete diagnostic work utilizing informal or formal instruments and/or procedures.

Level IV--Most youngsters who are reintegrated into the regular class program will receive services at Level IV of the continuum. At this level, the child will participate in special class activities for a portion (probably one-half) of the instructional day and in regular class activities for a portion of the day. Of the levels at which youngsters are mainstreamed, only at level IV will the child appear on the register of a special education teacher. Instruction in the basic areas of reading, language arts, and mathematics will be provided in the special class situation. It will be important that regular and special education personnel confer relative to reporting progress of children served in this setting.

Data on how well the continuum of services model is being implemented as well as the effectiveness of the system in meeting children needs will be collected. "How well the system is being implemented?" will be indicated by the number of children receiving services at each level. By arbitrarily assigning percentages to the service continuum's levels, its cone shape suggests that fewer children will require maximal services at the upper levels. By examining the numbers of children served at the various levels, it can be determined whether or not the program is being implemented as planned.

THE EMR CHILD - CHARACTERISTICS, NEEDS, AND IMPLICATIONS

CHARACTERISTIC DIFFERENCES FROM THE NORM	NEEDS DEVELOPING FROM THE CHARACTERISTIC DIFFERENCES	IMPLICATIONS FOR CLASSROOM TEACHING AND CLASSROOM ENVIRONMENT
In general, the average academic retardation is 2-3 years.	Need for materials at a high interest and maturity level which contain simplified concepts and vocational goals.	The child should be permitted to start at the educational level where he is functioning and advance at his own rate.
Thought processes develop more slowly, and comprehension is more limited.	Greater need for repetition, review, and meaningful drill. Directions must be simple.	Lack of understanding produces more frustration and makes adjustment to new situation more difficult.
Weakness in retaining information.	Difficulty occurs in focusing attention on more than one concept at a time.	Drill through repetition is essential. One concept presented at a time. Detailed and repeated instructions may be necessary.
Attention span is more limited.	Short periods of work in all subject areas are needed. Frequent change of pace is needed as a release from tension and fatigue.	Daily program should consist of short blocks of time, especially in basic subject areas. High motivation encourages learning of some individuals. "Breaks" will provide variety for the child. Going to PE, shop, art, music, home economics, etc.
Hard for the EMR to adjust to new situations.	Need for security of routine in a daily program.	Change of activity when child indicates fatigue. Procedures should be planned and consistent.
EMR pupils make more limited use of background experiences.	There is a need for provisions of many worthwhile, supplemental experiences.	An enriched program of many experiences will gradually build in the child's background of experiences.

THE EMR CHILD - CHARACTERISTICS, NEEDS, AND IMPLICATIONS (cont.)

CHARACTERISTIC DIFFERENCES FROM THE NORM	NEEDS DEVELOPING FROM THE CHARACTERISTIC DIFFERENCES	IMPLICATIONS FOR CLASSROOM TEACHING AND CLASSROOM ENVIRONMENT
Often lacking in qualities of judgement, logic, creativity, emotional stability, self-confidence.	Develop habits of organization, judgement, and reasoning. Build self-confidance through self-image.	A high incidence of emotional immaturity may result from the lag between the mental and chronological age.
Think in terms of specifics rather than generalities.	There is a need to extend specific understanding into generalizations.	Proceed from the known to the unknown in each learning situation. Do not assume that any fact is known by all pupils or even a few.
Limited transfer of information from one experience to another.	Child needs help in using basic information in many situations.	There is a need for a greater number of successfully-completed learning experiences in order to assure the effectiveness of transfer, especially in junior high.
EMR's have difficulty in learning abstract concepts.	Use concrete application of each new learning situation.	Learning related to immediate daily living is of first importance.
The EMR's power of observation and ability to communicate what has been perceived are more limited.	Need for much oral language Greater emphasis on comprehension of experiences.	Highly developed program in language needed.
EMR pupils respond well to experiences which include construction, manual skills, art, and	Pupil participation is necessary to help improve each child psysically, socially, emotionally, and	Maximum learning will be achieved through an appeal to all the senses. Concrete experiences should provide for the development of: sensory

THE EMR CHILD - CHARACTERISTICS, NEEDS, AND IMPLICATIONS (cont.)

CHARACTERISTIC DIFFERENCES FROM THE NORM	NEEDS DEVELOPING FROM THE CHARACTERISTIC DIFFERENCES	IMPLICATIONS FOR CLASSROOM TEACHING AND CLASSROOM ENVIRONMENT
manipulative activities.	mentally.	skills, hand-eye coordination, aesthetic appreciation. Success in activities well performed are of theraputic value for the EMR child.
EMR pupils have more limited ability to correct poor habits, once established.	The establishment of correct habits should be a major goal.	Unlearning or changing established habits may be difficult in junior high.
EMR pupils are more easily led and influenced and have more limited ability to foresee the outcome of their actions.	A classroom environment in which individual behavior and group standards are firmly and consistently maintained is essential. Guidelines in chosing friends needed.	Self control should be the goal leading to group responsibility. Home-school rapport will give the child security in knowing what is expected of him at all times.
Compensatatory behavior often manifested through aggression or withdrawal.	Self-image and sense of personal worth need to be developed. Daily opportunities for success at all levels of ability imperative.	EMR pupils have usually experienced defeat and rejection at home and in the regular classroom. Negative habits often develop from lack of success in competing with "normal" children.
Tend to give up easily or become frustration-prone.	School work and activities need to be geared to what the child can do easily and successfully.	Each child should be encouraged to work up to or above his expectancy level. Opportunities to do things for others will give the child feelings of acceptance and confidence.

TEACHER RESPONSIBILITY TO PARENTS AND COMMUNITY

The success of a mainstreaming program is highly dependent upon the participation of parents and other community members. These concerned persons must become deeply involved in the life of the school if the professional staff is to have maximum effectiveness. Teachers and supportive staff have the responsibility of informing parents and soliciting their cooperation in all aspects of the mainstreaming program.

Parents and other community members may be encouraged to participate in the following areas:

Volunteer Services
- Classroom volunteers
- Individual tutors
- Constructing aids and devices
- Identifying outside resources
- Contributing materials
- Story reading and story telling

Extracurricular Activities
- Athletic programs
- Club programs
- School paper
- Field trips
- Mini-courses

Teacher-Parent Interaction
- Reinforcing acceptable behavior patterns
- Complementing success
- Praising academic gains
- Reinforcing academic skills
- Language development activities

Share Professional Knowledge
- Rationale for pupil evaluation
- Child's strengths and weaknesses
- Classroom management techniques
- Availability of specialized services

Parents and teachers will learn much from each other which will enhance their understanding of the child. Every opportunity should be taken to provide formal and informal parent/community education programs which will clarify the special needs of a child with learning problems.

THE ROLE OF THE MEDIA CENTER

The Media Center is the hub of today's modern school, containing books and a variety of instructional materials. A child will grow in interest and ability in reading, if selection of books can be adjusted to his needs, his ability, his interests, and most important, to his own individual problem. The role of the Media Specialist is to provide the suitable materials and bring the child and the materials together through careful selection and sympathetic guidance. To do this effectively the Media Specialist should work with the teacher, so that the nature of the difficulties each child is having in reading is made known to the Media Specialist. Then cooperatively the two could give guidance to each student in the selection of the many useful materials in the Media Center. There is a need with reluctant readers for person-to-person conversations to discover their interests (be it motorcycles, horses, boats, etc.) Specialists in the field of remedial reading agree that the particular interest of a child is the best starting point for choosing a book to read.

There are many bibliographies of high interest/low vocabulary books in all school libraries and Library Services. Rather than make another bibliography, some suggested activities are given for the Media Specialist, Library Clerk, and Teachers, that could involve the "mainstreaming" students in learning situations and active participation in the Media Center. The basic goal becomes one of providing students with the opportunity to develop responsibilities, self-direction, and learning skills:

1. Scheduled visits to the Media Center to obtain recreational reading. (Teacher should remain with class and assist Media Specialist or Library Clerk in selections)

2. Instruction on how to operate the equipment of the Center:
   - A. Cassettes
   - B. Records
   - C. Filmstrip Projector
   - D. Overhead Projector
   - E. Opaque Projector
   - F. Previewer
   - G. Loop Machines
   - H. Slide Projector

3. Small group (2-4) visit the Center during flexible time and listen to a cassette story, view a filmstrip story, listen to records, etc.

4. Act as Media Center messengers:
   - A. Deliver requested audio-visual materials and books to teachers.
   - B. Collect materials at the end of the day and return them to the Media Center.

5. Create bulletin boards: class project or few individuals, for holidays, class curriculum projects, etc.

6. Tape a story

7. Work with instructional games and puzzles.

8. Cut out pictures and articles for the veritcal file. Simple mounting or put in pamphlet folder.

9. Make dioramas depicting a story they have read. (Individual or group activity)

10. Viewing in small groups any television program of interest to the group. (selected by teacher, media specialist, or library clerk)

11. Give book talks to their classmates.

12. Individual or groups (2-4) working on a special report assigned by their teacher.

13. Form hobby clubs, i.e., collecting rocks, bird nests, coins, etc. (their special interests)

14. Showing their special hobby collections to regular classes.

15. Using listening posts with teacher recorded directions. (Individual or small groups)

16. Storytelling
    A. By Media Specialist
    B. By Library Clerk
    C. By one of the students

17. Dramatize a story. Present to their classes.

18. Student storytelling to kindergarten or first grade classes by a mainstreamed student.

19. Trained junior high mainstreamed students assist Media Specialist or Library Clerk with equipment for lower grade activities.

20. Regular or accelerated students take a mainstreamed "buddy" to Media Center and read a story or participate in any of the many activities available in the Center.

In addition to the above suggestions, there are numerous other activities which could be suggested for mainstreamed students in the Media Center.

HIGH INTEREST/LOW VOCABULARY READING SERIES

There are many new series with very attractive books written especially with high interest appeal to the low vocabulary reader. If your librarian does not have books in these series, submit your request to your instructional selection committee:

Publisher	Series	Interest Level	Reading Level
Addison-Wesley	Checkered Flag (8) Hot rods, race cars, dune buggies, etc.	6-Up	2.4 to 4.5
Addison-Wesley	Time Machine (8) Adventures in time	Primary	1.6 to 2.5
Addison-Wesley	Jim Forest Readers (12) Adventure and outdoors	2-7	1.7 to 3.1
Addison-Wesley	Deep-Sea Adventures (12) Suspenseful adventures sea stories	3-8	1.8 to 3.1
Addison-Wesley	Morgan Bay Mysteries (8) Intriguing mysteries	3-8	2.3 to 4.1
Benefic Press	Cowboy Sam (14) Dramatic, colorful stories strikingly illustrated	2-6	2.0 to 3.0
Benefic Press	Dan Frontier (10) Frontier stories for the reluctant reader	3-7	1.0 to 4.0
Benefic Press	Space Science Fiction (6) Men of the future face dangers in outer space on trips of exploration and negotiation.	4-9	2.0 to 6.0
Bowmar	Reading Incentive (20) Motorcycles, drag racing, minibikes, surfing, etc.	3-Up	3.0
Bowmar	Play the Game (4) Multi-ethnic stories about famous athletes.	3-8	2.5 to 4.0
Doubleday	Signal Books Shorter stories, simple plots, convincing dialogue.	6-Up	4.0
Garrard	Famous Animal Stories (3) Each book highlights a	2-5	3.0

Publisher	Series	Interest Level	Reading Level
	single, familiar animal who displays unusual heroism, devotion, or intelligence: "Barry, the Brave St. Bernard," etc.		
Garrard	Jimmy and Joe (9) Adventures of Jimmy, a black 7-year-old, and Joe, a white 7-year-old	K-3	1.0
Garrard	Discovery (64) Short introductory biographies for the primary grades	2-5	3.0
Lerner	Racing Books (9) Drag Racing, Ice Racing, The Indianapolis 500, etc.	4-Up	3.0 to 6.0
Lerner	The Felipe Adventure Stories Felipe Fuentes and his family are migrant farm workers. Each adventure is a complete story by itself	2-5	3.0
Random House	Allabout Books Simple but authoritative treatment of science topics such as astronomy, chemistry, whales, etc.	4-9	4.0 to 6.0
Random House	Landmark Books Factual accounts of persons and events of significance in American history	4-9	4.0 to 8.0
Watts	First Books Inexpensive, relatively simple introductions to an area of interest. Includes books on science, animals, occupations, etc.	4-Up	2.0 to 6.0
Webster/ McGraw-Hill	Reading Incentive (5) Each story insures wideawake interest. Included in series such titles as Mystery in the Sky, Full Speed Ahead, etc.	7-12	3.0 to 7.0

PROFESSIONAL MATERIALS WHICH MAY RELATE TO MAINSTREAMING

16mm Films Available from IPS Audio-Visual Department

- Better Bulletin Boards
- Bulletin Boards: An Effective Teaching Device
- Dry Mounting Instructional Materials
- Feltboard in Teaching
- Lettering Instructional Materials
- School Problems: Getting Along with Others
- Visual Perception and Failure to Learn
- Preventing Reading Failure
- Reading: A Lesson in Teaching
- What is Effective Reading
- Who and Why of Reading
- Reading Growth--Understanding Words and Meanings
- Reading Improvement: Comprehension Skills
  - Defining the Good Reader
  - Vocabulary Skills
  - Word Recognition Skills
- Reading Skills: Find the Vowels
  - The Vowel "A"
  - The Vowel "E"
  - The Vowel "I"
  - The Vowel "O"
  - The Vowel "U"

Filmstrips Available from IPS Audio-Visual Department

- A Room for Learning
- Bulletin Boards and Displays Series:
  - Planning the Bulletin Board
  - Bulletin Boards in Action
- Designing Effective Instruction
- Improving the Instruction of Culturally Different Learners Series:
  - Learning Styles
  - Using Media
- Individualized Instruction
- Individualized Instruction Series
- Introduction to Instructional Technology
- Learning to Live with Others: Learning About Listening
- My Senses and Me Series:
  - What Do I Smell and Taste?
  - What Do I Feel When I Touch?
  - What Do I See When I Look?
  - What Do I Hear When I Listen?
- Sound Filmstrip--A Key to Learning
- Teaching Reading with Games
- How to Listen to Your Child
- Motivation
- Positive Approach to Motivation

Filmstrips Available from Special Education Department--SCIPS

Teaching Resources Kits:

Approaches to Learning - Motor Skills Series
- Body Awareness and Gross Motor Abilities
- Eye-Hand Coordination
- Pre-writing Pencil and Paper Skills

Approaches to Learning - Perceptual Skills Series
- Basic Visual Perceptions
- Perception of Sound
- Spatial Relationships
- Figure Ground Discrimination
- Perception of Parts-to-Whole Relationships
- Perception of Sequence

Approaches to Learning - Cognitive Skills Series
- Memory: Auditory and Visual
- Association and Generalization
- Organization
- Developing Concepts for Sets
- Developing Concepts for Numbers

Materials Available from the State Department of Public Instruction, Division of Instructional Media, 120 W. Market, 10th Floor

16mm Motion Picture Films:

- Advanced Perceptual Training, Phase C
- The Aggressive Child
- Aids for Teaching the Mentally Retarded Series:
  - Motor Training, Phase A
  - Initial Perceptual Training, Phase B
  - Advanced Perceptual Training, Phase C
  - Integrated Motor Perceptual Training, Phase D
  - Sheltered Workshop, Phase E
- All My Buttons
- Ask Just for Little Things
- Becky
- Beginning Number Concepts, No. 1
- A Chance to Learn
- Children Learn from Filmstrips
- Dealing with Discipline Problems
- Developing Comprehension
- Development in Education, Its Emerging Role (8mm film)
- Genesis
- Getting Angry
- Gross Motor Development, Part I and Part II
- Guidelines for the Development of Life Experience Units
- The Handicapped Reader
- I'll Promise You a Tomorrow
- I'm Not Too Famous At It
- Initial Perceptual Training, Phase B
- Integrated Motor Perceptual Training, Phase D
- It Feels Like You're Left Out of the World
- Just for the Fun of It
- Language Problems in the Schools, #2

Leo Beurman
Let Them Learn
The Madison School Plan
A Matter of Inconvenience
More Different than Alike
Motor Training, Phase A
Old Enough but not Ready
Promises to Keep
RAFE - Developing Giftedness in the Educationally Disadvantaged
The Santa Monica Project
The Sensory World
Sheltered Workshop
Show Me
Special Children - Special Needs
Special Me
A Survey of Children's Speech Disorders
Take That First Step
Teaching Art to the Mentally Retarded
Teaching the Way They Learn
Visual Perception and Failure to Learn
Visual Perception Training in the Regular Classroom
What Do I Know About Benny

Other Sources:

Marion County Mental Health Association, 1433 North Meridian Street (Catalog of films available for school use)

SELECTED REFERENCES ON MAINSTREAMING

(Teachers Library, Education Center)

Anderson, B. R., "Mainstreaming is the Name for a New Idea: Learning Resource Center for Special Education," School Management 17:28-30+, August, 1973.

Artuso, A., and others, "Madison Plan Really Swings," Todays Education 59:14-17, November, 1970.

Birch, Jack W., Mainstreaming: Educable Mentally Retarded Pupils in Regular Classes, Council for Exceptional Children, Reston, VA, 1974.

Bruininks, Robert H., and Rynders, John E., "Alternatives to Special Class Placement for Educable Mentally Retarded Children: in Jones, R. E., Special Education in Transition, Allyn and Bacon, Boston, 1974. pp. 55-72.

Christoplos, F., "Keeping Exceptional Children in Regular Classes," Exceptional Children 39:569-572, April, 1973.

Dunn, Lloyd M., "Special Education for the Mildly Retarded--Is Much of it Justifiable?" in Jones, R. L., Problems and Issues in the Education of Exceptional Children, Houghton Mifflin, Boston, 1971, pp. 382-398. Also Exceptional Children 34:5-22, 1968.

"Exceptional Children/Regular Classroom," Instructor 82:94-99, November, 1972.

Froness, Steven R., "Implications of Recent Trends in Educational Labeling," Journal of Learning Disabilities 7:445-449, August/September, 1974.

Grosenick, J. K., "Integration of Exceptional Children Into Regular Classes: Research and Procedure," in Jones, R. E., Special Education in Transition, Allyn and Bacon, Boston, 1974. pp. 73-85.

Guerin, G., "Integration Programs for the Mildly Retarded," Exceptional Children 41:173-179, November, 1974.

Guskin, S. I., "Simulation Games on the Mainstreaming of Mildly Handicapped Children," Viewpoints 49:85-95, November, 1973.

Hafner, D., "Shift in Emphasis in Programing for Handicapped Children," Exceptional Children 39:59, September, 1972.

Heffernan, Michael, "Special Education for Everyone," Changing

Education 6:28-30, Summer, 1974.

Hewitt, Frank M., Education of Exceptional Learners, Allyn and Bacon. Boston, 1974. Chapters 10 and 11

Iano, R. P., "Shall We Disband Special Classes?" Journal of Special Education 6:167-177, Summer, 1972.

Jackson, S. E., and Taylor, G. R., School Organization for the Mentally Retarded: Basic Guides, Charles C. Thomas, Springfield, Illinois, 1973. Chapter 4

Jordan, J. B., "Invisible College on Mainstreaming Addresses Critical Factors in Implementing Programs," Exceptional Children 41:31-33, September, 1974.

Karlin, Muriel, and Berger, Regina, Successful Methods for Teaching Slow Learners, Parker, West Nyack, NY, 1969.

Kolstoe, O. P., "Programs for the Mildly Retarded: A Reply to the Critics," Exceptional Children 39:51-56, September, 1972.

Love, Harold D., Educating Exceptional Children in Regular Classrooms, Thomas, Springfield, IL, 1972.

National School Public Relations Association, Educating Children with Special Needs: Current Trends in School Policies and Programs, The Association, Arlington, VA, 1974.

Payne, R., and Murray, C., "Principals' Attitudes Toward Integration of the Handicapped," Exceptional Children 41:123-125, October, 1974.

Phi Delta Kappan, April, 1974. Entire issue.

Principals Training Program--Book of Readings Education Service Center, Austin, Texas, 1974. Collection of articles.

Reger, R., "What Does Mainstreaming Mean?" Journal of Learning Disabilities 7:513-515, October, 1974.

Russo, James R., "Mainstreaming Handicapped Students: Are Your Facilities Suitable?" American School and University 47:25-32, October, 1974.

Shotel, J. R., "Teacher Attitudes Associated with the Integration of Handicapped Children," Exceptional Children 38:677-683, May, 1972.

Siegel, Ernest, Special Education in the Regular Classroom, John Day, New York, 1969.

Taylor, Frank D., "A Learning Center Plan for Special Education," in Jones, R. E., Special Education in Transition, Allyn and Bacon, Boston, 1974. pp. 100-109.

Turney, David, "A View From the Bridge: Mainstream or Quiet Eddy," Contemporary Education 46:146, Winter, 1975.

Wagner, Gerald, "Mainstreaming?" Hoosier Schoolmaster 14:13+, November, 1974.

Weininger, O., "Integrate or Isolate: A Perspective on the Whole Child," Education 94:139-146, November, 1973.

GLOSSARY OF TERMS

alternative instructional arrangements (continuum of services model): The model stresses a continuum of conditions ranging from no handicap to severe handicap. A range of services are offered to the range of handicapped children, from regular class with no support, to regular class with special support, to part-time special placement, and so on.

case conference: This is a meeting of the case conference committee for the purpose of determing the appropriate educational plan for a pupil, including consideration of initiating or altering special education intervention.

case conference committee: Following screening and diagnosis of a child, a group of professionals and parents comes together to consider or reconsider the appropriateness of special education intervention. The committee is composed of at least a representative from administration, instruction, apprasial, and parents. It determines eligibility for services, plans an educational program for each child determined eligible, and recommends the alternative of available services to be employed.

conference teacher: Some special education professionals are assigned full- or half-time to one building for the purpose of providing individual and/or small-group instruction to mildly handicapped pupils in specific deficit areas. The conference teacher's role includes providing support services to regular classroom personnel and coordinating with them relative to referrals, scheduling, and evaluation of progress.

due process: A legal term; each person, including handicapped children, has certain rights guaranteed by the Constitution and Bill of Rights which may not be violated without "due process" of law. In regard to handicapped children, their rights to equal educational opportunities must be protected by due process; they cannot be placed in a program without hearing(s), parental involvement, and without thorough justification that the placement is the most appropriate educational setting for the child.

educational plan: The outcome of the case conference process is an educational plan which describes the program for each individual child receiving special education service. Components of a plan include descriptions of settings or classes, schedules, appropriate goals, etc.

helping teacher: A group of special educators has been desig-

nated to provide itinerant services to regular building personnel to assist them in providing for appropriate mainstream experiences for minimally handicapped youngsters. Helping teachers do not provide direct services to children, but may facilitate situations in which classroom personnel may see them individually.

mainstreaming (reintegration): Mainstreaming is a reversal of the trend toward separating handicapped children into self-contained settings. Mainstreaming implies that mildly handicapped children will be maintained in regular classrooms, usually with support from a special educator.

normalization principle: This concept is the foundation of mainstreaming in that basic to it is the belief that mildly handicapped children should be served in the situation most like regular (or "normal") children. The courts have referred to "the principle of least restrictive alternative," which is the normalization principle.

resource teacher: The resource teacher is a special educator who provides direct or indirect services to mildly handicapped pupils enrolled in regular classes. Conference teachers and helping teachers are this type of professional.